As a secondary science educator, I welcome the many great challenges that will inevitably be dealt to my classroom doors. I want the many responsibilities that are associated with a diverse group of learning levels within a classroom setting. With students bringing their diversity of learning, as well as their different ethnic backgrounds into my classroom, I will incorporate an atmosphere of welcomed acceptance of both culture and learning ability in order to strengthen the building blocks of their self efficacy. My secondary science classroom will have a comfortable and safe learning environment, which not only embraces cultural diversity, but also welcomes the diversity of learning styles and levels of the student body. My students, as well as my coworkers, will appreciate my motivation and work ethic when we are collaborating together to reach common objectives, as well as come to have full trust invested in me over the course of the school year.

Not only will I create a classroom environment that encourages students to ask questions, but also for them to develop questions. If a student does not have a particular question or comment to what is occurring in class at a particular time, the classroom atmosphere that will fill the doors of my classroom will promote students to develop any potential questions they may have by learning and listening to their fellow peers. With active listening to other questions and comments by their classmates, this will stimulate the development of their own thoughts that they would like to contribute to classroom discussions. Within scientific inquiry, this development of questions will serve as an avenue for critical thinking when my students are completing assignments, investigating laboratory phenomena, or reaching solutions. This development of questions also represents my students becoming independent thinkers and learners by being jumpstarted by the contributions of their peers.

Not only will I will create interactive lessons to engage my students in what we are exploring, but they will also be meaningful. Designing a science curriculum around true meaning directed towards the learning process of the students will translate into purposeful activities, assignments, and assessments that will continuously build in significance. Connections to today’s world with scientific current events will be a catalyst for not only initiating interest with my students, but for also keeping that interest to investigate why these topics are so relevant in today’s evolving world. Being reflective of how students come to their end results will be imperative for not only them, but also myself. In their learning process, the total journey of how they performed their scientific study is as equally important as how they reached their final conclusions. Reflection will serve as a tool to discover strengths, but also identify those areas that need improvement so they can be turned into areas of strength.

With the enthusiasm for the subject I love, students will come to learn and grow within the field of science as well. I will be a model for the students in my classroom with my great attitude and personality. The way of motivating, reaching out, and connecting in such a way with my students that will allow a mutual trust to grow between us will just begin to explain my effectiveness. These characteristics of being an overall responsible and trustworthy leader will not only be highlighted with making differences within my students’ performance within my classroom, but it will also propel them to excel within their studies of other subject areas. This impact will also reach out to my fellow colleagues as well. My overall personality when working with others, my caring nature, and my determined work ethic will positively affect all within the school building.